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Gender bias in a Grade 7 CBSE English textbook: A content analysis of NCERT's Honeycomb

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Abstract

Textbooks play a critical role in shaping learners' perceptions of social identities, including gender roles and power relations. This study examines gender representation in the Grade 7 English textbook "Honeycomb". The book is prescribed by the Central Board of Secondary Education (CBSE) and published by the National Council of Educational Research and Training (NCERT), India. Using a qualitative content analysis supported by descriptive quantification, the study analyzes chapter titles, linguistic terminology, authorship distribution, thematic representation, and visual imagery. All 17 lessons in the textbook are examined. A structured coding framework was developed to classify representations as male-oriented, female-oriented, or gender-neutral. The framework uses factors such as visibility, narrative centrality, occupational roles, and pronoun usage. Findings indicate a consistent pattern of male dominance across textual and visual components. While 88% of lesson titles were gender-neutral, male-oriented linguistic usage (59%), male-dominated themes (71%), and higher male authorship representation (53%) suggests structural imbalance. Visual depictions reinforce traditional gender roles. Males are more often shown in leadership, adventure, and professional domains, while females are either underrepresented or confined to domestic and supportive roles. The study shows that subtle gender bias persists within widely used national textbooks. It underscores the need for gender-sensitive curricular revision and inclusive pedagogical frameworks.

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1 Introduction

Textbooks serve as a central instrument in the transmission of formal education, it is essential to critically interrogate the often-assumed positive relationship between education and gender equality (Durrani et al., 2022). Textbooks function not only as academic tools but also as cultural artifacts that transmit social norms, values, and identity frameworks. Textbooks contribute to socialization through language, narratives, and imagery (Lee, 2014). Among these social constructs, gender identity and gender roles are often subtly embedded within educational materials. Gender equality and inclusion are ongoing priorities in education research, with UNESCO actively working on textbook reforms since 1945 to end discrimination (UNESCO, 2017). While there is a widely acknowledged interrelationship between education and gender equality, recent evidence from UNESCO (2020) highlights the persistent presence of gender bias in textbooks. Textbooks allow students to relate to characters by imitating gendered behaviors (Lee, 2014), leading to the internalization of societal gender norms. Such representations may adversely affect gender identity development (Kostas, 2021). For example, visual cues in books can reinforce stereotypes, such as associating pink with girls (Kim, 2016). Such bias can contribute to the marginalization of certain groups by privileging dominant forms of knowledge and cultural representations (UNESCO, 2016).

Gender bias in textbooks is not always obvious; it can appear through unequal presence, stereotyped roles, gendered expressions, limited roles in storytelling, the absence of certain groups, and visual imbalance. Male characters often hold positions of authority, leadership, and professional success, while female characters are frequently depicted in domestic, nurturing, or passive roles. Such representations contribute to what scholars describe as the

"hidden curriculum," wherein implicit ideological messages reinforce social hierarchies. India has made policy-level commitments to gender equality in education; however, representation in curricular materials remains a matter of concern. The National Council of Educational Research and Training (NCERT)-developed Central Board of Secondary Education (CBSE) textbooks are among the most widely used in India, influencing millions of learners during formative years. Despite this national significance, systematic analysis of gender representation in middle school English textbooks remains limited.

Studies across national contexts demonstrate that masculine pronouns and male-default terminology dominate English textbooks (Rohmawati and Putra, 2022; Huang and Liu, 2024). Even when content appears neutral, male linguistic forms often function as implicit defaults, reinforcing symbolic male centrality. Research consistently shows men are portrayed in diverse professional roles, while women remain associated with domestic or lower-status occupations (Shah, 2019; Bachore and Semela, 2022). Female visibility in leadership and technical domains remains limited. Visual imagery often reflects stronger bias than textual content. Kuruvilla and Thasniya (2015) demonstrated that pictorial depictions frequently marginalize women or confine them to private spaces. Visual exclusion reinforces hierarchical gender identity formation. While several studies examine state board textbooks and primary-level materials (Nandi et al., 2024a; Nandi et al., 2024b; Nandi et al., 2025b), limited research focuses specifically on NCERT's Grade 7 English textbook. Given its national reach and formative educational impact, a focused study on *Honeycomb* is necessary.

Therefore, this study investigates gender representation in the Grade 7 English textbook *Honeycomb*. By examining textual and visual components through structured content analysis, the study seeks to identify patterns of visibility, stereotyping, and narrative dominance, and to contribute to broader debates on gender-sensitive curriculum development. This study addresses that gap by providing a systematic, category-based content analysis of gender representation across textual and visual domains.

The following research questions were addressed: How are genders represented in lesson titles? How does linguistic terminology reflect gender orientation? What is the gender distribution of authors? How are gender roles represented thematically? How do visual images reflect gender hierarchy or balance?

2. Methodology

2.1 Research design

The study employed qualitative documentary research supported by descriptive quantitative analysis. Content analysis was used as the primary analytical method. The complete Grade 7 English textbook, *Honeycomb* (NCERT, latest CBSE edition), consisting of 17 lessons, was analyzed.

2.2 Unit of analysis

Different units were defined for each category. Titles: chapter heading; Terminology: pronouns, nouns, occupational labels, and kinship terms; Authorship: named authors per lesson; Themes: central narrative focus and role distribution; and Images: all identifiable human figures in illustrations.

2.3 Data analysis

Representations were classified into i) male-oriented: male characters dominant in visibility, narrative agency, or role power, ii) female-oriented: female characters dominant in visibility or thematic centrality, and iii) gender-neutral: absence of gender markers or balanced representation. Operational definitions were developed prior to the coding. For example, a lesson was coded as male-dominated when male characters drove the narrative and occupied decision-making roles. Manual coding was conducted and cross-verified.

To reduce subjectivity, coding categories were predefined. Ambiguous cases were re-evaluated after interval review. Classification logic was applied consistently across categories. Frequency calculations were rechecked to ensure numerical accuracy.

3. Results

3.1 Lesson titles

Out of the seventeen lessons analyzed, fifteen titles are gender neutral (**Table 1**). The lesson title: Three Questions, The Squirrel, The Rebel, Trees, and Meadow Surprises, does not directly reference or imply any gender. These titles generally focus on themes, objects, or abstract ideas rather than human characters, which contributes to their neutral linguistic framing. However, two lesson titles - Gopal and the Hilsa Fish and Dad and the Cat and the Tree-exhibit male-oriented representation, as they explicitly refer to male characters ("Gopal" and "Dad"). This indicates a limited presence of gender-specific identification, and when it does

Table 1. Gender orientation in lesson title in English textbook "Honeycomb" (Grade 7, CBSE, India).

Lesson no.	Title of the lesson	Description	Remarks
1	Three Questions	Gender-neutral; does not indicate any specific gender bias.	Gender neutral
2	The Squirrel	The lesson's title, "The Squirrel" is neutral and does not directly reflect any gender bias.	Gender neutral
3	A Gift of Chappals	The title is gender-neutral in wording, as it does not directly reference any gender.	Gender neutral
4	The Rebel	The word rebel is gender-neutral and does not directly reflect any gender bias.	Gender neutral
5	Gopal and the Hilsa Fish	Male-oriented, as the title features a male character.	Male-dominated
6	The Shed	Gender-neutral; does not imply a specific gender.	Gender neutral
7	The Ashes that Made Trees Bloom	The lesson's title is neutral in its wording and does not directly reflect any gender bias.	Gender neutral
8	Chivvy	The title "Chivvy" does not indicate gender bias in its wording.	Gender neutral
9	Quality	Gender-neutral; does not specify gender representation.	Gender neutral
10	Trees	The title "Trees" does not indicate gender bias in its wording.	Gender neutral
11	Expert Detectives	The wording "Expert Detectives" itself, as the term "detective" is gender-neutral, does not directly reflect any gender bias.	Gender neutral
12	Mystery of the Talking Fan	The wording does not reflect gender bias, just as the term title is gender-neutral without implying any specific gender.	Gender neutral
13	The Invention of Vita-Wonk	"The Invention of Vita-Wonk" is gender-neutral, as it does not suggest or imply any specific gender	Gender neutral
14	Dad and the Cat and the Tree	The title includes the word "Dad" which is traditionally masculine and typically used for males, suggesting that the lesson title focuses on a male.	Male-dominated
15	Garden Snake	Gender-neutral; does not reference gender	Gender neutral
16	A Homage to Our Brave Soldiers	The title "A Homage to Our Brave Soldiers" is gender- neutral in wording itself and does not directly reflect any gender bias.	Gender neutral
17	Meadow Surprises	Gender-neutral; nature-related without gender bias.	Gender neutral

occur, it tends to highlight male figures rather than female ones. Importantly, no lesson titles explicitly feature female characters or feminine identifiers, which suggests an absence of visible female representation in lesson titles.

Although the titles appear largely neutral in wording, linguistic neutrality does not necessarily guarantee balanced gender representation within the lesson content itself. Neutral titles may still contain narratives, characters, or examples that predominantly highlight male roles or perspectives. Therefore, while the surface structure of the titles suggests inclusivity through neutrality, a deeper analysis is necessary to determine whether the lessons provide equitable gender representation in terms of characters, roles, and experiences portrayed in the texts.

3.2 Linguistic representation

The data indicates that most lessons contain male terms such as king, man, he, father, boy, and Mr., which results in male dominance in several lessons, including Three Questions, The Squirrel, Quality, Expert Detectives, and The Invention of Vita-Wonk (**Table 2**). In contrast, female terms such as mother, wife, she, and her appear less frequently. Only one lesson, The Ashes that Made Trees Bloom, shows relatively higher female representation with terms like old woman, wife, and she. Lessons, such as The Rebel, Chivvy, A Homage to Our Brave Soldiers, and Meadow Surprises, contain no gender-specific terms. The data indicate that male-oriented terminology is frequently used than female-oriented terminology in the textbook.

The data shows that male terms appear more frequently than female terms across most lessons. In the lesson Three Questions, male terms dominate with high frequencies, such as "he" (36), "his" (27), and "king" (23). Similarly, other lessons like Quality, The Invention of Vita-Wonk, and Dad and the Cat and the Tree also show repeated use of male terms such as Mr., father, boy, and dad. Female terms appear less often and are concentrated mainly in a few lessons. For example, A Gift of Chappals includes female terms like Amma (6), Grandmother (6), and Meena (4), while The Ashes that Made Trees Bloom contains terms such as she (8), her (5), and wife (3). In some lessons, such as The Rebel, A Homage to Our Brave Soldiers, and Meadow Surprises, no gender-specific terms are used. Overall, the frequency data indicate a clear dominance of male terminologies, while female terms appear less frequently and are limited to fewer lessons.

3.3 Authorship distribution

The analysis indicates that male authors contribute the majority of the lessons, while female authors are fewer, and some lessons do not mention the author's name (**Table 3**). Out of the seventeen lessons, nine are written by male authors, including Three Questions, The Rebel, The Shed, Quality, and Dad and the Cat and the Tree. Six lessons are written by female authors, such as The Squirrel, A Gift of Chappals, Trees, and Expert Detectives. In two lessons, Gopal and the Hilsa Fish and A Homage to Our Brave Soldiers, the author's name is not mentioned. Overall, the distribution shows greater representation of male authors compared to female authors in the textbook.

3.4 Thematic representation

The gender orientation analysis shows that most lessons reflect male-dominated themes, while a few are gender neutral and only one shows female orientation (**Table S1**). Several lessons, such as Three Questions, A Gift of Chappals, Gopal and the Hilsa Fish, Quality, and Dad and the Cat and the Tree, portray men as active, intelligent, or authoritative, while women appear in supportive or domestic roles. This reflects traditional gender stereotypes where men are linked with leadership, decision-making, and action. Some lessons, including The Rebel, Chivvy, The Invention of Vita-Wonk, and Meadow Surprises, present gender-neutral themes without clear gender roles. Only the Garden Snake reflects female orientation, highlighting the mother as a source of guidance and knowledge. Overall, the thematic analysis indicates that male-centered narratives dominate, with limited female representation and few gender-neutral themes.

Table 2. Gender orientation in terminologies used in the lessons of the English textbook "Honeycomb" (Grade 7, CBSE, India).

Lesson no.	Title of the lesson	Description		Remarks
		Male terminologies	Female terminologies	
1	Three Questions	King, Man, He, Hermit, Man, His, Bearded Man, Him, Men, Bodyguard, Servant, Son	Nil	Male-dominated
2	The Squirrel	He, His	Nil	Male-dominated
3	A Gift of Chappals	Ravi, Mridu, Paddu Mama, Uncle, Mahendran, Grandfather, Mahendravarma Pallava Poonai, Thatha	Meena, Rukku Manni, Amma, Paati, Tapi, Lalli	Male-dominated
4	The Rebel	Nil	Nil	Gender neutral
5	Gopal and the Hilsa Fish	Gopal, He, Him, King, His, Guard, Man	Wife	Male-dominated
6	The Shed	Brother, He, His	Nil	Male-dominated
7	The Ashes that Made Trees Bloom	Old man, Husband, His, He	Old woman, Wife, Deme, Her, She	Female-dominated
8	Chivvy	Nil	Nil	Gender neutral
9	Quality	Mr. Gessler, Bother, Man, Father, shopkeeper	Nil	Male-dominated
10	Trees	Father	Mother	Gender neutral
11	Expert Detectives	Mr Nath, Nishad, Ramesh, Mr Mehta,	Maya, Mummy	Male-dominated
12	Mystery of the Talking Fan	He, His	Nil	Male-dominated
13	The Invention of Vita-Wonk	Mr. Willy Wonka, Charlie, King, Boy	Nil	Male-dominated
14	Dad and the Cat and the Tree	Dad, Boy, He, Himself, His	Mum, Her	Male-dominated
15	Garden Snake	He	Mother	Gender neutral
16	A Homage to Our Brave Soldiers	Nil	Nil	Gender neutral
17	Meadow Surprises	Nil	Nil	Gender neutral

3.5 Visual representation

The analysis shows that some lessons contain gender-specific images while many include no human figures (**Table 4**). Male-dominated visuals appear in lessons such as Three Questions, Gopal and the Hilsa Fish, Quality, Expert Detectives, and A Homage to Our Brave Soldiers,

Table 3. Gender orientation in author distribution in the lessons of the English textbook "Honeycomb" (Grade 7, CBSE, India).

Title of the Lesson	Gender orientation		
Three Questions	Male	-	-
The Squirrel	-	Female	-
A Gift of Chappals	-	Female	-
The Rebel	Male	-	-
Gopal and the Hilsa Fish	-	-	Not mentioned
The Shed	Male	-	-
The Ashes that Made Trees Bloom	Male	-	-
Chivvy	Male	-	-
Quality	Male	-	-
Trees	-	Female	-
Expert Detectives	-	Female	-
Mystery of the Talking Fan	-	Female	-
The Invention of Vita-Wonk	Male	-	-
Dad and the Cat and the Tree	Male	-	-
Garden Snake	-	Female	-
A Homage to Our Brave Soldiers	-	-	Not mentioned
Meadow Surprises	Male	-	-

where most pictures represent male characters. Female-dominated visuals are found in A Gift of Chappals and Dad and the Cat and the Tree, where female figures appear more frequently than male figures. Several lessons-including The Squirrel, The Rebel, The Shed, Chivvy, Trees, Mystery of the Talking Fan, The Invention of Vita-Wonk, Garden Snake, and Meadow Surprises-contain no gender-specific images and are therefore categorized as gender neutral. Overall, the table shows that while some lessons display male or female dominance in pictures, many lessons present neutral visuals without clear gender representation.

The analysis further shows that several visuals emphasize male roles, while many lessons contain gender-neutral images, and female representation is limited (**Table S2**). Male-centered visuals appear in lessons such as Three Questions, Gopal and the Hilsa Fish, Quality, Dad and the Cat and the Tree, and A Homage to Our Brave Soldiers. In these images, men are depicted in active roles such as leadership, decision-making, and problem-solving, while female figures are often absent or placed in supportive roles. The absence of women in some images, particularly in public roles, reflects limited representation. In some lessons, such as A Gift of Chappals and Expert Detectives, both male and female characters are shown, often participating in similar activities without clear power differences. However, in The Ashes that Made Trees Bloom, the male character appears as the main actor while the female character is shown in a supportive role. Many lessons-including The Squirrel, The Rebel, The Shed, Chivvy, Trees, Mystery of the Talking Fan, The Invention of Vita-Wonk, Garden Snake, and Meadow Surprises, contain no gender-specific images. Overall, the visual analysis of images suggests greater visibility of male roles and limited female representation.

The analysis indicates that male characters are mostly portrayed in active and authoritative roles, while female characters appear less frequently and are often shown in supportive roles

Table 4. Gender orientation in picture used in the lessons of the English textbook "Honeycomb" (Grade 7, CBSE, India).

Lesson no.	Title of the lesson	Picture used		Remarks
		No of male pictures	No of female pictures	
1	Three Questions	3	Nil	Male-dominated
2	The Squirrel	Nil	Nil	Gender neutral
3	A Gift of Chappals	2	3	Female-dominated
4	The Rebel	Nil	Nil	Gender neutral
5	Gopal and the Hilsa Fish	10	2	Male-dominated
6	The Shed	Nil	Nil	Gender neutral
7	The Ashes that Made Trees Bloom	2	2	Gender neutral
8	Chivvy	Nil	Nil	Gender neutral
9	Quality	4	Nil	Male-dominated
10	Trees	Nil	Nil	Gender neutral
11	Expert Detectives	2	1	Male-dominated
12	Mystery of the Talking Fan	Nil	Nil	Gender neutral
13	The Invention of Vita-Wonk	Nil	Nil	Gender neutral
14	Dad and the Cat and the Tree	1	2	Female-dominated
15	Garden Snake	Nil	Nil	Gender neutral
16	A Homage to Our Brave Soldiers	3	Nil	Male-dominated
17	Meadow Surprises	Nil	Nil	Gender neutral

(**Table 5**). In several lessons, such as Three Questions, Gopal and the Hilsa Fish, Quality, and A Homage to Our Brave Soldiers, male figures are depicted as king, soldier, shopkeeper, shoemaker, laborer, or decision-maker, highlighting leadership, action, and professional roles (**Fig. 1**). In contrast, female representation is limited, and in many cases, no female figures are shown. They are mostly associated with nurturing, observation, learning, and passive participation. Many lessons, such as The Squirrel, The Rebel, The Shed, Chivvy, Trees, Mystery of the Talking Fan, The Invention of Vita-Wonk, Garden Snake, and Meadow Surprises, contain no gender-specific imagery and do not reflect explicit gender roles. Overall, the images tend to highlight active male roles and limited female participation.

The images show that male characters are mostly portrayed in active and professional roles, while female characters appear mainly in nurturing roles (**Fig. 1**). In several images, males are shown performing activities such as hard work, fishing, fish selling, shoemaking, and climbing a tree. These visuals associate men with physical labor, skills, and economic activities. In contrast, the female character plays a nurturing role, reinforcing the traditional stereotype of women as caregivers.

Table 5. Reflection of gender roles through picture used in the lessons of the English textbook "Honeycomb" (Grade 7, CBSE, India).

Lesson no.	Title of the lesson	Reflection of pictures	
		Male pictures	Female pictures
1	Three Questions	King, labor, caregiver, bodyguard	No female figure used
2	The Squirrel	No specific gender imagery was used	No specific gender imagery was used
3	A Gift of Chappals	Observation, skill, wisdom	Curiosity, Learning, Nurturing
4	The Rebel	No male imagery was used	No female imagery was used
5	Gopal and the Hilsa Fish	King, courtiers, and commoners	No female imagery was used
6	The Shed	No specific gender imagery was used	No specific gender imagery was used
7	The Ashes that Made Trees Bloom	Primary agent of action	Observant and supportive role
8	Chivvy	No specific gender imagery was used	No specific gender imagery was used
9	Quality	Shopkeeper, shoemaker, and customer.	No female imagery was used
10	Trees	No imagery was used	No imagery was used
11	Expert Detectives	Carefree and playful.	Disciplined and responsible
12	Mystery of the Talking Fan	No imagery was used	No imagery was used
13	The Invention of Vita- Wonk	No imagery was used	No imagery was used
14	Dad and the Cat and the Tree	Climbing a ladder, animal rescuer	Passive participation
15	Garden Snake	No imagery was used	No imagery was used
16	A Homage to Our Brave Soldiers	Soldier	No female imagery was used
17	Meadow Surprises	No specific gender imagery was used	No particular gender imagery was used

4. Discussion

This study indicates that gender bias persists across multiple dimensions of textbook representation. Although 88% of lesson titles were gender neutral, the absence of female-oriented titles and the presence of some male-oriented titles suggest that neutrality at the structural level does not necessarily ensure balanced gender representation within the lesson content. The absence of female-oriented titles and the limited visibility of explicitly female-centered narratives indicate symbolic invisibility rather than gender inclusivity. This suggests that gender neutrality in titles may function as a linguistic façade while deeper narrative structures continue to privilege male experiences. Similar patterns have been reported in previous studies. For instance, Tyarakanita et al. (2021) observed that male roles were more prominently represented than female roles in both textual and visual elements of Indonesian English textbooks, indicating that apparent neutrality often conceals deeper gender imbalance.

The analysis of linguistic representation revealed that male-oriented terminologies accounted for 59%, while female-oriented terms appeared in only 6%, with the remaining being

Fig. 1. Examples of images used in the lessons of the English textbook "Honeycomb" (Grade 7, CBSE, India). The images were adapted from the textbook "Honeycomb".

gender neutral. The frequent use of masculine pronouns and male-related titles suggests symbolic male dominance in the language of the textbook. Bachore and Semela (2022) found strong male dominance in Ethiopian university English textbooks, where male nouns and pronouns were more common and male characters were linked to prestigious professions. These findings align with earlier research showing that textbook language often reproduces gender hierarchies through seemingly ordinary linguistic choices (Nandi et al., 2024a).

Authorship distribution also reflects a partial imbalance. While female authors are present, male authors account for a higher proportion compared to female contributors (53% versus 35%). This pattern suggests that knowledge production within the textbook remains moderately male-centered, potentially influencing narrative perspectives and thematic emphasis. Although the disparity is not extreme, it contributes cumulatively to broader patterns of gendered representation identified across other analytical categories. The thematic analysis showed a stronger imbalance, with 71% of lessons reflecting male-oriented themes, often associated with leadership, adventure, innovation, and authority. Whereas female-oriented themes were minimal, appearing in 6% of the lessons. Similar tendencies have been documented in primary-level textbooks in West Bengal and Bangladesh, where opportunities for critical engagement with gender equality remain limited, thereby constraining the development of equitable gender perceptions among learners (Nandi et al., 2025a). Huang and Liu (2024) also found that English textbooks in China still portrayed women mainly in domestic roles while male characters dominated public and professional domains.

The visual representation in the textbook also reflects gender imbalance. The analysis found 30% male-dominated images, 12% female-dominated images, and 58% gender-neutral images. In the visuals, males were often depicted in active, professional, and leadership roles,

while females were more frequently associated with nurturing and observational roles. These findings are consistent with the work of Rohmawati and Putra (2022) and Yong et al. (2022), who also reported that men were portrayed in a wider range of occupations and active roles, while women were more often linked to domestic and supportive roles. Comparable findings in Indian primary textbooks demonstrate that visual imagery continues to privilege male mobility and authority while restricting female representation to traditional social spaces (Nandi et al., 2025b). Such representational imbalance has been observed across cultural and regional contexts, where educational materials often perpetuate gender stereotypes by marginalizing women's contributions and limiting occupational diversity (Nandi et al., 2025c). Nevertheless, the presence of gender-neutral titles, shared activities in selected lessons, and occasional balanced imagery suggests emerging yet insufficient attempts toward inclusivity. These elements indicate gradual awareness within curriculum design but fall short of transforming underlying narrative hierarchies.

5. Implications

Textbook revision should ensure balanced occupational and narrative representation. Gender-sensitive language policies should be integrated into textbook development. Visual imagery should consciously diversify gender roles.

This study examined only one textbook. Coding relied on interpretive content analysis. No intercoder reliability coefficient was calculated.

6 Conclusion

The findings indicate that although several structural elements, such as lesson titles and some visuals, appear gender neutral, deeper textual and visual patterns continue to show a greater presence of male representation. Male-oriented terminologies, themes, and images occur more frequently than female-oriented ones. Male characters are commonly associated with active, leadership, and professional roles, whereas female representation is comparatively limited and often linked with supportive and nurturing roles. These patterns suggest that gender imbalance still exists in the representation of roles and activities within the textbook. While the presence of gender-neutral titles and balanced depictions reflect partial efforts toward inclusivity, these remain insufficient to ensure equal representation. Greater attention is required in textbook development to promote balanced gender representation in language, themes, and visual content. Such efforts are important for creating inclusive educational materials that support equality and provide diverse role models for learners.

7 Ethical statements

Ethical approval was not required for this research.

8 Conflict of interest

The authors declare no conflict of interest related to this study.

9 Data availability statement

The authors used data from various sources, including books, articles, and other materials. Additional data, as a table, was made through supplementary information.

10 Author contributions

A. Nandi: Conceptualization, formal analysis, methodology, and writing – original draft. T. Halder: Supervision, and writing – review & editing. All authors approved the final version of the manuscript.

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